2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal _Mr. Bill Lakes_
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</center>

Official School Name _Dillsboro Elementary School_
<center>(As it should appear in the official records)</center>

School Mailing Address _13200 North Street_
<center>(If address is P.O. Box, also include street address)</center>

Dillsboro	_IN_	_47018-9602_
City	State	Zip Code+4 (9 digits total)

County _Dearborn_   State School Code Number*_____1141_____

Telephone _(812) 432-5438_____   Fax _(812) 432-5203_____

Website/URL www.venus.net/~sdearad1/id24.htm   E-mail bplakes@seidata.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____

(Principal's Signature)

Name of Superintendent* _Mr. Thomas Book_
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</center>

District Name _South Dearborn Community School Corporation_ Tel. _(812) 926-2090_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____

 (Superintendent's Signature)

Name of School Board
President/Chairperson   _Mr. Daryl Cutter_
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</center>

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____

(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4   Elementary schools
       1   Middle schools
       0   Junior high schools
       1   High schools
       0   Other

       6   TOTAL

2. District Per Pupil Expenditure: $8,376

    Average State Per Pupil Expenditure: $9,033

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [   ]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [X]   Small city or town in a rural area
    [   ]   Rural

4.   28   Number of years the principal has been in her/his position at this school.

           If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K					7			
K	20	25	**45**		8			
1	18	28	**46**		9			
2	24	22	**46**		10			
3	25	23	**48**		11			
4	24	22	**46**		12			
5	21	17	**38**		Other			
6	16	14	**30**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**299**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   <u> 98 </u>% White
    the students in the school: <u> 1 </u>% Black or African American
                                              <u>   </u>% Hispanic or Latino
                                              <u>   </u>% Asian/Pacific Islander
                                              <u> 1 </u>% American Indian/Alaskan Native
                                             100   %Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: <u> 5 </u>%
    [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	8
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	299
(5)	Total transferred students in row (3) divided by total students in row (4)	.050
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: <u> 0 </u>%
                                                  <u> 0 </u> Total Number Limited English Proficient

    Number of languages represented: <u> 0 </u>
    Specify languages:

9. Students eligible for free/reduced-priced meals: <u> 21 </u>%

         Total number students who qualify: <u> 63 </u>

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___22___ %

                                                __67__ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

__5_ Autism	__0_ Orthopedic Impairment
__0_ Deafness	__2_ Other Health Impaired
__0_ Deaf-Blindness	__7_ Specific Learning Disability
__4_ Emotional Disturbance	_34_ Speech or Language Impairment
__0_ Hearing Impairment	__0_ Traumatic Brain Injury
_14_ Mental Retardation	__0_ Visual Impairment Including Blindness
__1_ Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	13	
Special resource teachers/specialists	2	4
Paraprofessionals	4	
Support staff	9	
Total number	29	4

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __21: 1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	97 %	95 %	N/A
Teacher turnover rate	10 %	5 %	14%	5 %	0.0 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Snapshot of the School

Dillsboro Elementary School's mission statement is reflective of the commitment the school has to providing the community with a quality educational program.

> *Dillsboro Elementary School provides the opportunity for students to develop to their full potential academically, socially, physically, and emotionally. In partnership with parents and community, we foster academic excellence in our students while striving to instill a sense of values, personal responsibility, and a positive self-image. Students are provided with a safe, nurturing, and stable environment. The education our students receive provides a solid foundation for success in the next level of education, promotes a lifelong desire to learn, and encourages them to become productive members of society.*

The staff of Dillsboro Elementary School shares the following beliefs:
- Every child is important and deserves the opportunity to learn.
- Every child is important and deserves to feel that he is part of a safe environment.
- Our responsibility is to take each child and provide the appropriate instruction the child needs.
- The education of the child is a shared responsibility between the school and the home.

Dillsboro Elementary School is one of three kindergarten through sixth grade buildings in the South Dearborn Community School Corporation. The elementary staff currently consists of thirteen full-time teachers. Six of the thirteen teachers have been employed at Dillsboro since the current organization in 1978. Five additional staff members divide their time between the Dillsboro Elementary School and other corporation schools. The five teach in the areas of art, music, physical education, speech and remedial reading. Two classrooms are provided for special needs students. One class provides services for students who are Learning Disabled, Mildly Mentally Handicapped or Emotionally Handicapped. The other provides services for students who are Moderately Mentally Handicapped or Severe and Profound. One full-time administrator, the principal, is responsible for the administrative areas. The school was established as a K-8 building in 1978. In 1998, the South Dearborn Community School Corporation opened a new middle school, which took grades seven and eight from Dillsboro, Moores Hill, Manchester, and Aurora. The current enrollment (K-6) of 299 is comprised of 150 girls and 149 boys.

Physically, the school plant consists of two additions, which have been joined to constitute one building. The original addition was constructed in 1957 and contains approximately 27,000 square feet. This area houses two sixth grade classes, one fifth grade class, a music room, a teacher's workroom, a gymnasium, and a school cafeteria. A new addition consisting of 28,000 square feet was opened in August of 1990. This addition houses all elementary grades, two special education classes, media center, computer lab, speech center, reading lab, unified arts room, and administrative office. The administrative area consists of the principal's office, nurse's room, health room, teacher's workroom and conference room. Along with the new addition, the existing playground was enlarged, and the parking areas were redesigned to improve safety for bus and parent traffic. The South Dearborn School Corporation has approved a building project for Dillsboro Elementary, which should start during the 2006-2007 school year. A new cafeteria will be constructed along with major renovation to the 1957 wing of the school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results**

Dillsboro Elementary School, like all Indiana schools, participates in the Indiana Statewide Testing for Educational Progress (ISTEP), which was created by the Indiana General Assembly in 1987 and first administered in 1988. In 1995, the test was changed to ISTEP+, which required a norm-referenced test to allow comparisons of Indiana student achievement with national norms. In November 2000, the State Board adopted the Indiana Academic Standards that represent learning outcomes deemed necessary for successful performances in school, at work, and in the community. In 2002, grades 3, 6, and 8, ISTEP+ tests were modified to reflect these new standards. The standards were incorporated into new tests for grades 4, 5, 7, and 9 in the fall of 2003. Currently students are tested in the areas of English/language arts and mathematics, with science being added to the testing schedule in grade 5. The state disaggregation summary reports do not compute a value for groups with fewer than ten students. Information may be found at http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1141 concerning Dillsboro Elementary School ISTEP+ results. General information on the state assessment system may be found at http://www.doe.state.in.us/istep/welcome.html.

The purpose of testing at Dillsboro Elementary School is primarily formative in nature and is used to support and establish proper instruction. The state required ISTEP+ is the "report card" for Indiana schools and vital to a school's AYP. The Northwest Evaluation Association (NWEA) is the provider of Measures of Academic Progress (MAP), Renaissance Learning's STAR Reading and STAR Math, and teacher-made tests, rubrics, and textbook tests complete the non-ISTEP+ assessment program.

Dillsboro Elementary School										
Proficiency Performance										
ISTEP and ISTEP+ Result										
Percentage of Students Meeting Indiana Academic Standards										
Grades 3 & 6	English/Language Arts					Mathematics				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Dillsboro	90/77	85/93	92/89	95/95	83/87	83/80	81/95	94/92	81/92	79/93
SDCSC	72/61	76/81	90/89	89/79	87/73	75/70	74/75	82/78	74/84	81/78
State	67/54	73/70	75/71	76/71	76/72	71/62	67/69	72/74	74/75	74/79

With the exception of one school year, Dillsboro Elementary School has exceeded the state and local corporation averages. The data indicated that there is more consistency between grades 3 through 6 in the area of English/language arts than mathematics. The overall average for 3rd graders in English/language arts over the five-year period is 89% while the 6th grade is 88%. Using the same five-year span in mathematics, there is a 6-point percentage improvement from the 3rd grade (84%) in comparison to the 6th grade (90%).

The only significant subgroup, socioeconomic status (free and reduced lunch), comprise 11% of the students eligible to participate in the ISTEP+ testing program in grades 3, 4, 5, and 6. During the most recent testing cycle, 2005-2006, 75% of those students met the Indiana academic standards in English/language arts while 59% passed the mathematics portion of the test.

2. **Using Assessment Result**s

Dillsboro School believes that assessment must be ongoing and diagnostic in nature. A variety of tests and tools to evaluate student progress, the effectiveness of teaching strategies, and curriculum are used throughout the school year. Classroom teachers use the adopted textbook tests, teacher-made tests and rubrics to assess daily instruction and monitor classroom student performance. Renaissance software programs are used to help determine the student's current level of performance and level of growth over a specific period of time in reading and math. The STAR Reading test and the STAR Math test yield standard scores. The STAR Reading test is also used to determine the student's Instructional Reading Level (IRL) and the Zone of Proximal Development. The ZPD, which defines the reading level from which a student should be selecting books for optimal growth in reading without frustration, guides the teacher in providing the appropriate level of book selection for each student. Teachers use both tests throughout the school year to monitor student progress. A pre-test and post-test are given at the beginning and ending of the school year to determine the growth of each student. Growth reports are used to inform parents of student progress and to help teachers evaluate teaching strategies used in the classroom.

Formal testing begins in grade two. The Northwest Evaluation Association (NWEA) is the provider of the Measures of Academic Progress (MAP) test, which is administered in grades two through six. MAP is given in the fall and the spring. ISTEP+ (Indiana Statewide Testing for Educational Progress) is administered in grades three through six. The results of the assessments are used to monitor student progress and are part of the formula used to determine class placement and student eligibility for remedial and accelerated programs, such as, Remedial Reading and the summer programs for Jumpstart and accelerated science. The data is also used to assist in making staff development plans, and evaluate curriculum and suggest revisions if necessary.

3. **Communicating Assessment Results**

It is the belief of Dillsboro Elementary School that a yearlong plan for communicating assessment results to school staff, parents, students, and the community is an essential part of being a successful school. It is important for everyone affected by the assessment process to be continually informed. They should know what tests are being administered, the purpose of the tests, what the past results show, and how the current results are used, to improve student and school performance.
In an effort to fulfill this responsibility, the school provides the following:
- Report cards are issued to students at the end of each nine-week grading period.
- Mid –term reports are issued to all students at the end of each four and one-half weeks.
- Parents may request weekly or bi-weekly grade reports if they feel that student progress needs to be monitored on a more frequent basis.
- Parents are notified either in a classroom newsletter, an office newsletter, and/or by a specific letter, of upcoming tests and testing dates concerning the ISTEP+ and NWEA MAP testing.
- ISTEP+ test results are sent to the homes with an explanation of the test results and a letter encouraging parents to conference with the teacher or principal if student results are not satisfactory.
- ISTEP+ test results for all corporation schools are published in the county newspaper.
- ISTEP+ test results are shared with parents and community members during the appropriate monthly Parent-Teacher Organization meeting.
- The Indiana Department of Education website enables parents and community members direct access to disaggregated ISTEP+ scores in English/language arts and mathematics. The website address is made known to all parents.
- The NWEA MAP test results are sent home twice per year and provide parents and students with a chart signifying student progress. MAP testing begins in grade 2 and continues through grade 10.
- Individual classroom tests such as, STAR Math and STAR Reading, are sent home by the classroom teachers indicating individual progress in math and reading.

4. **Sharing Success**

South Dearborn Community School Corporation is comprised of four elementary, one middle school and one high school. Administrative meetings are held twice per month. During these meetings, discussions are held concerning academic successes as well as academic problems. It is the thought, that in a similar type building, success in an academic area or with an academic program can move from one school to another. This sharing among administrators has been successful to the point of observation of other classroom teachers, utilization of technology programs, and the one-on-one sharing of ideas. Each school administrator is also responsible for submitting school news to be used by the county newspaper or the local corporation newsletter.

The accomplishments of our school have been noted by other schools and this has resulted in phone conversations centering on the improvement in the school's ISTEP+ scores. The sharing of the different components of our mathematics program and reading program has hopefully helped other schools succeed.

The teaching staff of Dillsboro Elementary has taken an active role in chairing committees dealing with textbook selection and curriculum revisions. At the beginning of each school year, the corporation holds a school-wide organizational meeting. An important part of this meeting is the grade level session where teachers discuss school strategies with peer teachers. Teachers are presented with an opportunity to glean information that will be useful in the classroom.

Technology has been an important part of the success of our school. Workshops have been held at our school with the teaching staff playing an active part in conveying how the programs are incorporated into their daily lessons. The school has a website [http://www.venus.net/~dills2/] that is updated with school information. Several classroom teachers are in the process of developing classroom websites. The school has always taken a leadership role in the area of technology. Dillsboro has always been open for visitations from corporation schools as well as any neighboring schools.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum**

In 2000, the Indiana State Board of Education adopted academic performance standards in English/language arts, mathematics, science, and social studies. These standards clearly outlined student expectation in each subject, at each grade level. An assessment instrument, ISTEP+ (Indiana Statewide Testing for Educational Progress), was developed to measure student progress in relation to these standards. Dillsboro Elementary School has established a curriculum based on these standards and the needs of the students.

Indiana requires school corporations to adopt textbooks on a six-year cycle. A textbook committee is established with a representative from each of the corporation's four elementary schools. Textbooks from a state approved list are reviewed on an individual teacher basis, with the final selection being determined by a one school, one vote procedure. Preference is given to books that are aligned to the Indiana Academic Standards.

The corporation selected McGraw-Hill as the core language arts program. The program correlates with the Indiana Academic Standards for English/language arts. McGraw-Hill is an integrated language arts program that includes instruction in literature, skills and practice in phonics/phonemic awareness, grammar, spelling, writing, vocabulary development, and language support.

The Saxon Math program is used in grades kindergarten through six. Teachers in grades four through six are in their second six-year cycle with this math series. Teachers in grades kindergarten through three are in their second year of the first six-year cycle. The Saxon program is an integrated curriculum. Concepts in each math strand are broken into small increments that are interwoven together to create mathematical connections. Once taught, the increments are systematically distributed and practiced throughout a full year of instruction. No skills are ever dropped. It is a consistent process of review and practice, which makes the difference in student achievement. The staff credits the coordination of this series with the Accelerated Math program as major factors in the positive increase in the school's mathematic scores.

The focus of the curriculum in science/health is to help students realize the importance and relevance of these courses in their daily lives. By providing hands-on, high interest lessons, the students learn to combine experiments and reasoning in order to solve and understand scientific problems and develop a positive attitude toward science and health. The school provides an accelerated science program for high achieving students in grade four during the summer.

The goal of the social studies curriculum is the development of informed, responsible citizens who participate effectively in our democracy. The academic standards for social studies address this goal by integrating a strong knowledge base with the skills for inquiry, thinking, and participation. The standards are organized around five content areas: history; civics and government; geography; economics; and individuals, society, and culture. Social studies is taught in kindergarten through grade six, with state history designated to grade four.

Art, music, and physical education are part of the curriculum for all students in grades one through six. Students receive instruction in these areas twice per week from a licensed teacher. Students in grades five and six may choose band as an elective in addition to general music. Band classes are held three times per week. Activities in these areas are aligned with the Indiana State Academic Standards.

The school's curriculum and instruction within that curriculum, is standards-driven, uniform within the grade level, and articulated across grade levels. Each year the curriculum is reviewed in an effort to meet the needs of all students.

2a. (**Elementary Schools)** Reading

The Dillsboro Elementary School, in alignment with the corporation's adopted series, uses McGraw-Hill as the core-reading/language arts program. The teachers use the basal for direct instruction to lead to reading success. Daily lesson plans include reading instruction in phonics/phonemic awareness, comprehension, vocabulary development, and study skills that correlate with the Indiana Academic Standards. Success in developing communication skills is greatly enhanced by integrating the language arts in connected and purposeful ways. Therefore, lesson plans also include a writing-process lesson, a spelling plan, emphasizing spelling patterns and spelling rules, and a grammar plan, focusing on proper grammar, mechanics, and usage. This integration helps students to understand the need for proper writing, grammar, and spelling. Recent research emphasizes the need to make connections between and across subject areas. McGraw-Hill Reading incorporates this approach by offering activities in each reading selection that tie in with social studies, language arts, geography, science, mathematics, art, music, health, and physical education. Reading and language skills are applied to a variety of genres, balancing fiction and nonfiction. Meeting individual needs is a high priority at Dillsboro Elementary School. Research points out that diverse individuals with unique needs and abilities must be addressed with frequent intensive opportunities to learn with engaging materials. McGraw-Hill provides leveled books for easy, independent, and challenging reading. Leveled practice is provided in Reteach, Practice, and Extend skill books. To address various learning styles and language needs, the program offers alternative teaching strategies, prevention/intervention techniques, and language support activities.

Meeting individual needs is a challenging task for teachers that requires an eclectic approach to teaching reading. Therefore, teachers at Dillsboro Elementary School use the adopted basal as the core-reading/language arts program, along with additional programs, to ensure that every child is afforded the opportunity to learn by providing the appropriate instruction to meet the child's individual needs. Technology is a key feature of two of the additional programs. The Writing to Read program is used in kindergarten and first grade to provide opportunities for writing, reading, speaking, and listening. Accelerated Reader is used school-wide to motivate reading practice and to develop a lifelong love for reading.

3. Mathematics

The Dillsboro Elementary School, in alignment with the corporation's adopted series, uses Saxon Math in grades kindergarten through six. The Saxon Math program is a success-oriented program that enables all children to develop a solid foundation in the language and basic concepts of all areas of mathematics. The instruction, practice, and assessment of related concepts are distributed throughout the entire school year. This consistent review and practice make the difference in helping all students achieve long-term success. Research shows that Saxon's distributed approach produces significantly higher levels of learning across a range of levels.

In grades kindergarten through three, Saxon Math provides a foundational program especially designed to align with how young children learn and build fluency with math skills. Each math lesson begins with The Meeting. The Meeting is a whole-group activity that reinforces previously learned concepts that take time to master and help students develop fluency of the foundational skills needed to learn more advanced math concepts. Daily Fact Practice helps students use and build upon their prior knowledge of math facts as they learn additional facts. Guided class practice followed by independent practice is always integrated practice of both new and previously taught skills and concepts. This continual review provides the time many students need to reach mastery and fluency.

Saxon Math programs in grades four through six continue with the same approach used with students in Kindergarten through three. The distributed practice and review throughout the school year moves students from understanding to mastery to fluency. New concepts are modeled through engaging math conversations, but rather than teacher-directed instruction as in the primary grades, the shift is to student-directed learning. Assessments in Saxon Math are frequent and cumulative. Assessments follow every fifth lesson to help teachers frequently gauge student's progress. Since each of the assessments is cumulative, teachers are also able to monitor students' retention of skills. The Saxon Math strategies are based on foundational research showing that effective assessment is frequent and cumulative rather than infrequent or related only to content covered since the last test (Dempster, 1991).

In addition to Saxon Math, the Accelerated Math and Math Facts in a Flash programs are used school-wide to provide additional math practice.

4. Instructional Method

Dillsboro Elementary School implements instructional methods that are similar to those presented in *"Best Practice – New Standards for Teaching and Learning in America's Schools"* by Zemelman, Daniels, and Hyde. The staff, like the authors of "Best Practice", believes that students learn best in schools that are student centered, experiential, democratic, and collaborative – yet rigorously challenging. To create this environment, the school stresses devising a curriculum that correlates with the Indiana Academic Standards and affords children the opportunity to meet the standards. Dillsboro teachers have found that in addition to traditional instructional practices, like the basal, alternative and supplemental methods that help students learn more must be incorporated. The Dillsboro teachers have incorporated many additional programs to help develop the desired environment. They credit the School Renaissance

Program as being instrumental in attaining this environment.

The School Renaissance Program is a comprehensive school improvement model that helps make the current curriculum more effective, more efficient, and more accountable. It is based on four fundamental concepts: professional development training, time on task, a focus on core reading and math skills, and learning information systems. By bringing together the four components, Renaissance has helped the Dillsboro staff achieve improvements in test scores and help students meet state standards.

The Accelerated Reader Program (AR) and Reading Renaissance correlate with the qualities of best practice in teaching reading in many ways. Some considered the most important by the Dillsboro School are:

▪Reading is the best practice for learning to read.
Accelerated Reader requires independent reading practice time daily.

▪An effective reading program exposes students to a wide and rich array of print and goes beyond the basal. Choice is an integral part of literate behavior.
Dillsboro School has classroom libraries, and a well-equipped school library offering fiction, and nonfiction books with a wide range of reading difficulty and student interest. There are 8989 AR quizzes available for student selection.

5. Professional Development

In compliance with Indiana Public Law 221, a professional development plan has been submitted to the state as part of Dillsboro Elementary School's improvement plan. The corporation has made a commitment to assist all school units in fulfilling its professional development program. The South Dearborn School Corporation has provided the following workshops for school staffs:
- "A Framework for a Understanding Poverty" – Ruby Payne workshop presented by Penny Gaither
- "ISTEP+ Writing Rubrics" – understanding the rubrics used in grading ISTEP+ tests presented by Julie Kemp
- "Teaching Tools For The 21st Century" – presented by Carolyn Coil
- "Adapting Your Teaching to Any Learning Style" – presented by Dr. David Ebeling
- "Processed Based Writing" – presented by Helen Hollingsworth
- "Curriculum Design – EdVision" – presented by Jackie Carrigan
- "Bully Prevention" – presented by SDCSC staff

At the school level, teachers have access to forty-eight different technological programs, which may be integrated into the curriculum. In-house technology specialists as well as outside resources have been used to conduct workshops for teacher training. Dillsboro teachers have received training for the following programs and currently use them in their curriculum:

▪ Accelerated Reader	▪ Accelerated Math	▪ STAR Reader
▪ STAR Math	▪ MathFacts in A Flash	▪ STI Classroom
▪ Microsoft Power Point	▪ Microsoft Word	▪ NWEA MAP Testing
▪ Microsoft Excel	▪ Writing To Read	▪ Perfect Copy
▪ Renaissance Reading	▪ Renaissance Math	▪ Indiana Principals Leadership Academy

Teachers credit the use of Renaissance training and the Accelerated Reader and Accelerated Math programs for significant gains in their student's ISTEP+ scores.

Professional development is the energizing force behind school improvement and the key to implementing the school's mission plan. Professional development must be evaluated to understand the impact on classroom practices and, ultimately, student achievement

PART VII - ASSESSMENT RESULTS

The Indiana Statewide Testing for Educational Progress test is mandated by state law to help determine a students' academic progress. ISTEP+, as it is commonly known, is a criterion-referenced test. It consists of items that assess a student's performance with respect to the Indiana Academic Standards established by the State Board of Education. The most valuable application of criterion-referenced information is to identify a students' strengths and needs in order to plan appropriate instruction. The No Child Left Behind Act (NCLB), requires that student achievement be reported in terms of at least three performance levels. Based on their ISTEP+ scale score, students are placed into one of three performance levels: Did Not Pass (DNP), Pass, and Pass+. For Indiana students, the performance level labeled "Pass" is the proficient level.

Subject: English/language arts and Mathematics Test: Indiana State Testing for Educational Progress-Plus
Edition/Publication Year Same as year administered   Publisher CTB/McGraw-Hill

ISTEP/ISTEP+ Results By Sub-Groups
Students Passing Both English/language arts and Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	September	September	September	September	September
SCHOOL SCORES*					
% At or Above Meets State Standards* (**Pass**)	86%	87%	92%	90%	83%
Number of students tested	153	147	72	83	85
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	4	5	2	0	0
Percent of students alternatively assessed	3%	3%	3%	0	0
SUBGROUP SCORES					
1. Female___(specify subgroup)					
% At or Above Meets State Standards	75%	77%	85%	77%	74%
Number of students tested	75	75	33	43	47
2. Male____(specify subgroup)					
% At or Above Meets State Standards	85%	79%	82%	90%	76%
Number of students tested	81	72	39	40	38
3. White____(specify subgroup)					
% At or Above Meets State Standards	82%	77%	84%	84%	77%
Number of students tested	153	147	72	83	85
4. Paid Lunch_____(specify subgroup)					
% At or Above Meets State Standards	84%	81%	84%	87%	78%
Number of students tested	125	128	68	70	73
5. Free/Reduced Lunch_____(specify subgroup)					
% At or Above Meets State Standards	65%	58%	NA	62%	62%
Number of students tested	31	19	NA	13	13
6. Special Education_____(specify subgroup)					
% At or Above Meets State Standards	58%	76%	42%	53%	54%
Number of students tested	31	17	12	15	13
7. General Education_____(specify subgroup)					
% At or Above Meets State Standards	86%	78%	92%	90%	79%
Number of students tested	125	130	60	68	73
STATE SCORES*					
% At or Above Meets State Standards* (Pass)	73%	72%	71%	69%	65%
SUBGROUP SCORES					
1. Female (specify subgroup)					
% At or Above Meets State Standards	58%	62%	65%	62%	58%
2. Male (specify subgroup)					
% At or Above Meets State Standards	53%	58%	60%	60%	61%
3. White (specify subgroup)					

% At or Above Meets State Standards	60%	65%	67%	68%	69%
4. Paid Lunch (specify subgroup)					
% At or Above Meets State Standards	64%	68%	71%	72%	73%
5. Free/Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	34%	39%	42	44%	46%
6. Special Education (specify subgroup)					
% At or Above Meets State Standards	15%	18%	22%	24%	25%
7. General Education (specify subgroup)					
% At or Above Meets State Standards	61%	65%	68%	69%	71%

Subject: English/language arts and Mathematics Test: Indiana State Testing for Educational Progress-Plus

Edition/Publication Year Same as year administered Publisher CTB/McGraw-Hill

Indiana Statewide Testing for Educational Progress (2001-2002)
Indiana Statewide Testing for Educational Progress-Plus (2002-2006)
Pass & Pass + for Grades 3, 4, 5, & 6

(A value is not computed for subgroups having fewer than 10 students. Therefore, data concerning level progress of subgroups is limited.)

Student test results for English/language arts by grade level

SCHOOL SCORES					
Grade 3	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	83%	95%	92%	85%	90%
Number of students tested	42	42	36	27	42
% Exceeding state standards (Pass+)	19%	12%	25%	11%	NA
Number of students alternatively assessed	3	1	0	NA	NA
Percent of students alternatively assessed	7%	2%	0%	NA	NA
Female - % At or Above Meets State Standards	86%	90%	94%	87%	86%
Number of students tested	21	21	16	15	28
Male - % At or Above Meets State Standards	81%	100%	95%	83%	100%
Number of students tested	21	21	20	12	13
Paid Lunch- % At or Above Meets State Standards	88%	97%	94%	85%	91%
Number of students tested	34	38	33	20	35
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	42%	NA	NA	NA	NA
Number of students tested	12	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	100%	97%	97%	91%	91%
Number of students tested	30	39	30	21	35
Grade 4	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	87%	91%	81%	NA	NA
Number of students tested	46	35	31	NA	NA
% Exceeding state standards (Pass+)	9%	0%	0%	NA	NA
Number of students alternatively assessed	1	3	0	NA	NA
Percent of students alternatively assessed	2.1%	7.9%	0%	NA	NA
Female - % At or Above Meets State Standards	78%	93%	NA	NA	NA
Number of students tested	23	14	NA	NA	NA
Male - % At or Above Meets State Standards	96%	90%	NA	NA	NA
Number of students tested	23	21	NA	NA	NA
Paid Lunch- % At or Above Meets State Standards	92%	91%	NA	NA	NA
Number of students tested	39	33	NA	NA	NA
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	90%	97%	97%	91%	91%

Number of students tested	30	39	30	21	35
Grade 5	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	89%	81%	97%	NA	NA
Number of students tested	38	32	39	NA	NA
% Exceeding state standards (Pass+)	5%	6%	31%	NA	NA
Number of students alternatively assessed	0	1	1	NA	NA
Percent of students alternatively assessed	0%	2.5%	2.5%	NA	NA
Female - % At or Above Meets State Standards	88%	87%	NA	NA	NA
Number of students tested	17	15	NA	NA	NA
Male - % At or Above Meets State Standards	90%	76%	NA	NA	NA
Number of students tested	21	17	NA	NA	NA
Paid Lunch- % At or Above Meets State Standards	90%	75%	NA	NA	NA
Number of students tested	31	24	NA	NA	NA
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	91%	83%	NA	NA	NA
Number of students tested	32	29	NA	NA	NA
Grade 6	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	87%	95%	89%	93%	77%
Number of students tested	30	38	36	56	44
% Exceeding state standards (Pass+)	7%	29%	8%	20%	NA
Number of students alternatively assessed	0	0	1	NA	NA
Percent of students alternatively assessed	0%	0%	2.7%	NA	NA
Female - % At or Above Meets State Standards	93%	96%	100%	93%	84%
Number of students tested	14	25	17	28	19
Male - % At or Above Meets State Standards	81%	92%	79%	93%	72%
Number of students tested	16	13	19	28	25
Paid Lunch- % At or Above Meets State Standards	86%	94%	89%	94%	79%
Number of students tested	21	33	35	50	38
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	92%	97%	97%	96%	84%
Number of students tested	25	32	30	47	38

Student test results for Mathematics by grade level

SCHOOL SCORES					
Grade 3	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	79%	81%	94%	82%	83%
Number of students tested	42	42	36	27	42
% Exceeding state standards (Pass+)	12%	21%	19%	4%	NA
Number of students alternatively assessed	78	1	0	NA	NA
Percent of students alternatively assessed	7%	2%	0%	NA	NA
Female - % At or Above Meets State Standards	86%	90%	94%	87%	86%
Number of students tested	21	21	16	15	28
Male - % At or Above Meets State Standards	81%	100%	95%	83%	100%
Number of students tested	21	21	20	12	13
Paid Lunch- % At or Above Meets State Standards	82%	97%	94%	85%	91%
Number of students tested	34	38	33	20	35
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	42%	NA	NA	NA	NA
Number of students tested	12	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	93%	97%	97%	91%	91%
Number of students tested	30	39	30	21	35

Grade 4	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	85%	831%	81%	NA	NA
Number of students tested	46	35	31	NA	NA
% Exceeding state standards (Pass+)	9%	0%	0%	NA	NA
Number of students alternatively assessed	1	3	0	NA	NA
Percent of students alternatively assessed	2%	8%	0%	NA	NA
Female - % At or Above Meets State Standards	70%	79%	NA	NA	NA
Number of students tested	23	14	NA	NA	NA
Male - % At or Above Meets State Standards	100%	86%	NA	NA	NA
Number of students tested	23	21	NA	NA	NA
Paid Lunch- % At or Above Meets State Standards	92%	82%	NA	NA	NA
Number of students tested	39	33	NA	NA	NA
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	87%	80%	NA	NA	NA
Number of students tested	38	30	NA	NA	NA
Grade 5	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	84%	72%	95%	NA	NA
Number of students tested	38	32	39	NA	NA
% Exceeding state standards (Pass+)	18%	6%	18%	NA	NA
Number of students alternatively assessed	0	1	1	NA	NA
Percent of students alternatively assessed	0%	3%	3%	NA	NA
Female - % At or Above Meets State Standards	71%	73%	NA	NA	NA
Number of students tested	17	15	NA	NA	NA
Male - % At or Above Meets State Standards	95%	71%	NA	NA	NA
Number of students tested	21	17	NA	NA	NA
Paid Lunch- % At or Above Meets State Standards	84	83%	NA	NA	NA
Number of students tested	31	24	NA	NA	NA
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	84%	69%	NA	NA	NA
Number of students tested	32	29	NA	NA	NA
Grade 6	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Meeting state standards (Pass)	93%	92%	91%	95%	80%
Number of students tested	30	38	36	56	44
% Exceeding state standards (Pass+)	13%	39%	22%	32%	NA
Number of students alternatively assessed	0	0	1	NA	NA
Percent of students alternatively assessed	0%	0%	2.7%	NA	NA
Female - % At or Above Meets State Standards	93%	92%	88%	93%	79%
Number of students tested	14	25	17	28	19
Male - % At or Above Meets State Standards	94%	92%	95%	96%	80%
Number of students tested	16	13	19	28	25
Paid Lunch- % At or Above Meets State Standards	100%	94%	94%	96%	82%
Number of students tested	21	33	35	50	38
Free/Reduced Lunch	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Number of students tested	NA	NA	NA	NA	NA
Gen. Ed. - % At or Above Meets State Standards	96%	97%	97%	100%	84%
Number of students tested	25	32	30	47	38